

BELTON ELEMENTARY

202 Watkins Street
Belton, SC 29627

GRADES 4-5 Elementary School

ENROLLMENT 316 Students

PRINCIPAL Bonnie S. Knight, 864-338-7738

SUPERINTENDENT Thomas T. Chapman 864-369-7364

BOARD CHAIR Brenda Cooley 864-369-7364

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent

9

Good

66

Average

16

Below Average

0

Unsatisfactory

0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

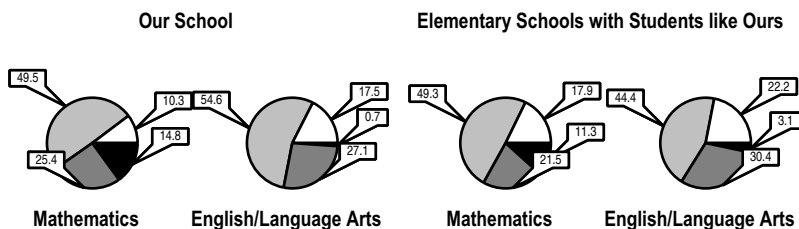
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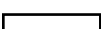
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	22	145	112
Percent satisfied with learning environment	100.0%	84.0%	85.3%
Percent satisfied with social and physical environment	100.0%	83.2%	66.7%
Percent satisfied with home-school relations	95.2%	86.1%	84.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	325	99.4	17.5	54.6	27.1	0.7	27.8	17.6
Gender								
Male	154	99.4	21.6	56.1	20.9	1.4	22.3	17.6
Female	171	99.4	13.8	53.3	32.9	N/A	32.9	17.6
Racial/Ethnic Group								
White	233	99.1	12.4	53.3	33.3	1.0	34.3	17.6
African-American	83	100.0	31.1	58.1	10.8	N/A	10.8	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	253	99.6	16.5	50.2	32.5	0.9	33.3	17.6
Disabled	72	98.6	21.7	71.7	6.7	N/A	6.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	325	99.4	17.5	54.6	27.1	0.7	27.8	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	325	99.4	17.5	54.6	27.1	0.7	27.8	17.6
Socio-Economic Status								
Subsidized meals	167	100.0	25.3	59.6	15.1	N/A	15.1	17.6
Full-pay meals	155	98.7	9.7	49.7	39.3	1.4	40.7	17.6

Mathematics								
All students	325	99.4	10.3	49.5	25.4	14.8	40.2	15.5
Gender								
Male	154	98.7	13.0	44.2	25.4	17.4	42.8	15.5
Female	171	100.0	7.8	54.2	25.5	12.4	37.9	15.5
Racial/Ethnic Group								
White	233	99.1	5.2	46.7	32.4	15.7	48.1	15.5
African-American	83	100.0	23.0	58.1	8.1	10.8	18.9	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	253	100.0	7.8	44.4	30.6	17.2	47.8	15.5
Disabled	72	97.2	20.3	69.5	5.1	5.1	10.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	325	99.4	10.3	49.5	25.4	14.8	40.2	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	325	99.4	10.3	49.5	25.4	14.8	40.2	15.5
Socio-Economic Status								
Subsidized meals	167	99.4	15.9	57.9	17.2	9.0	26.2	15.5
Full-pay meals	155	99.4	4.8	41.1	33.6	20.5	54.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	153	N/A	13.5	41.2	39.2	6.1	45.3
	Grade 5	181	N/A	18.5	55.1	24.7	1.7	26.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	162	99.4	14.5	55.9	29.0	0.7	29.7
	Grade 5	163	99.4	20.5	53.4	25.3	0.7	26.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	153	N/A	14.2	39.2	20.9	25.7	46.6
	Grade 5	181	N/A	20.8	48.9	18.5	11.8	30.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	162	99.4	8.3	54.5	20.7	16.6	37.2
	Grade 5	163	99.4	12.3	44.5	30.1	13.0	43.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 316)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	7.5%	Up from 3.3%	2.9%	2.4%
Attendance rate	93.2%	Down from 93.9%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	16.1%	Up from 10.4%	16.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	17.9%	Down from 18.0%	8.6%	8.0%
Older than usual for grade	3.8%	Up from 3.1%	0.9%	1.1%
Suspended or expelled	0.0%	Down from 0.6%	0.0%	0.0%

Teachers (n= 20)				
Teachers with advanced degrees	40.0%	No change	49.1%	50.0%
Continuing contract teachers	100.0%	Up from 85.0%	88.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	89.5%	Up from 84.0%	88.1%	86.2%
Teacher attendance rate	92.4%	Down from 95.9%	95.3%	95.3%
Average teacher salary	\$40,499	Up 3.6%	\$40,069	\$39,909
Prof. development days/teacher	17.5 days	Up from 16.6 days	11.2 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio	23.6 to 1	Down from 25.9 to 1	19.2 to 1	18.9 to 1
Prime instructional time	83.0%	Down from 88.3%	90.0%	89.7%
Dollars spent per pupil*	\$5,119	Up 4.1%	\$5,775	\$5,892
Percent spent on teacher salaries*	60.5%	Up from 58.1%	65.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.2%	Up from 98.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year proved to be another wonderful and exciting year for Belton Elementary School. Faculty, staff, students, parents, and community volunteers continued to work very hard in the implementation of many academic and school-wide initiatives and in sharing the responsibility of accountability for our school. We evaluated our 2001-2002 Accountability Document based on student performance throughout the year and revised our objectives to accommodate academic needs and goals for the 2002-2003 school year. This plan, along with state standards and district expectations, kept us focused as we prepared our students for the Palmetto Achievement Challenge Test in all academic areas. As always, raising student achievement to the highest possible level was our priority. BES continued a second successful year with the after-school program maintaining an enrollment of approximately 70 students and implementing the Soar to Success curriculum.

Listed below are some of the many accomplishments during this school year:

2002 PACT scores above the state averages in both ELA and Math for fourth and fifth grades

85% student participation in the school's Science Fair: Regional Fair Awards - 3 Gold, 2 Silver, 2 Bronze and 1 Young Scientist Discovery Award

17,779 points earned in the Accelerated Reader program (November-May): 220 students met their annual goal; 41 students earned over 100 points and 142 students earned over 50 points

25,000 points earned in the Math Super Star program

Host to several practicum and field experience students from Erskine and Anderson Colleges

Over 1000 hours logged into the volunteer program

Recipient of WebbCraft grants to fund field trips to Greenville Peace Center and a "Kid Can" video production room

Completed construction of gym/auditorium, music room, 2 computer labs, and 2 resource rooms

First BES Talent show with 46 participants

Debbie Wright named as BES Teacher of the Year

Much has been accomplished during the last few years at Belton Elementary School and in Anderson District Two. We thank you for your continued support and encouragement of our academic program. We look forward to the 2003-2004 school year.

Bonnie S. Knight, Principal, Belton Elementary School

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.